

The Alabama Children's Trust Fund Evaluation Project Staff Training 2006-2007



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The Value of Good Evaluation

- Why evaluation is your *friend!*
- Completes the implementation of a program
 - Tests your theory; your hypotheses
- Evidence of *program impact*
- Tells your story
- Tells the program story
- Tells CTF's story



A New Direction for 2006

- Utilize an involved research team
- Central data collection and management
- An emphasis on *impact* of programs
- Aggregation of information
- Deliverable products

Products



- Annual report on evaluation study results
- Executive summaries
 - By program type
 - By funding source
 - By district
 - Individual program analyses also available
- Video presentation on the impact of CTF programs

Our Approach

- A balance of “user-friendly” methods and more rigor to meet accountability requirements of funding sources
- Partnership with CTF and Grantees
 - Direct involvement with CTF staff
 - Direct involvement with Grantees

Overview: 3-Tiered Approach

1. All grantees:

- Use a short list of questions that assess changes in targeted knowledge, commitment, and ability.
- Track demographics of participants and program “dosage.”

2. A few from each program type:

- Use additional true pre/post survey to assess more behavioral measures

3. A few from each program type:

- Qualitative interviews with participants; tell the human story

CTF Pilot Evaluation Project

- Butler Co. Board of Ed - Education and Community Center
- Montgomery Public Schools – PAT
- Boys & Girls Club of S. Alabama – Safe Start
- Exchange Club Family Center of Mobile – Parent Aide and Parent Nurturing Program
- Mobile Co. Health Dept. – Family Support
- Success By 6 – Chisholm Prevention Project
- AU Social Work – Family Connections Family Visitation Program

1st Level of Evaluation

- For all grantees:
 - Standard methods of valid measurement of outreach (who and where)
 - Retrospective pre-post design:
 - One page survey specific to program type.
 - Impact expected for identified relevant objectives.

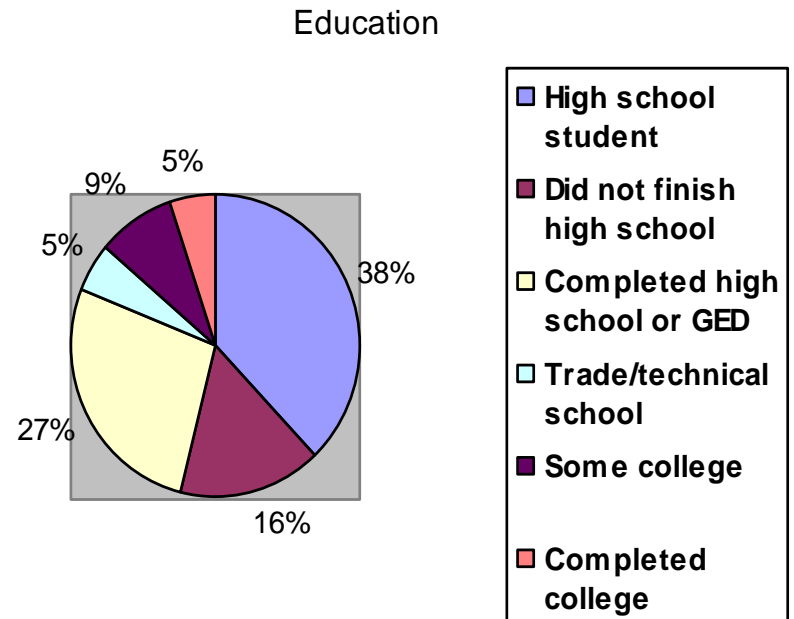
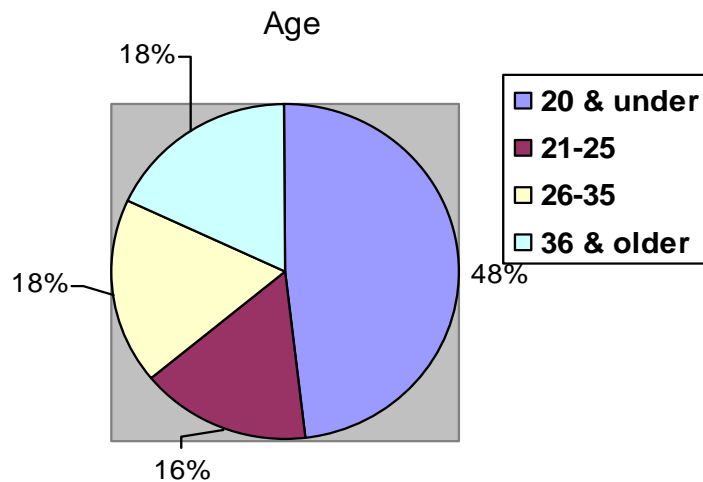
Parenting Example

1. # of participants that can identify 3 developmental milestones
2. # of participants who report using more than one form of discipline
3. # of participants that can identify 2 techniques for managing anger.

1. **My knowledge of children's development at different ages**
2. **My ability to use several forms of discipline.**
3. **My knowledge of ways to manage anger**

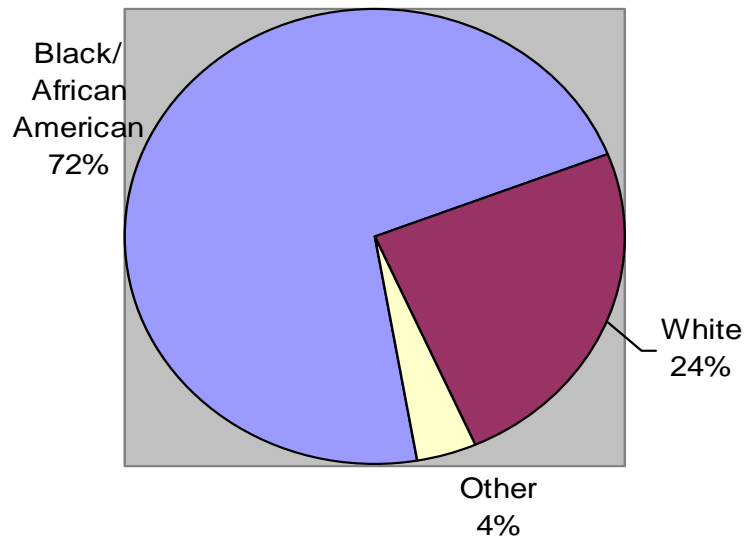
Demographic Characteristics of the Sample of Parents

271 Total Participants → 101 Participants for Analyses

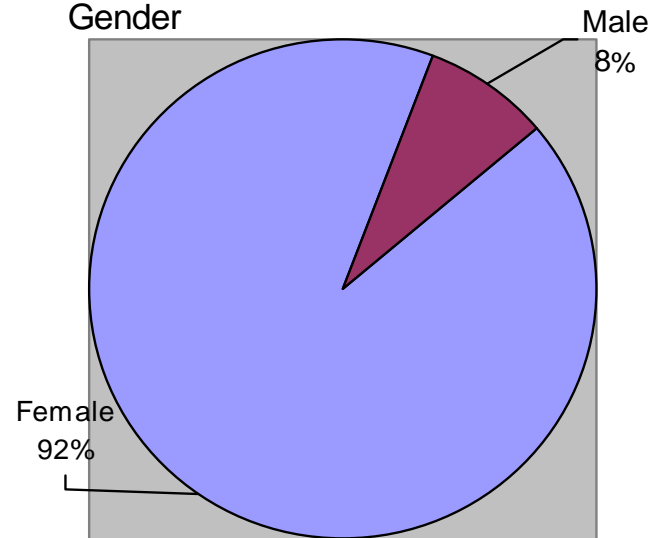


Demographic Characteristics of the Sample of Parents (cont.)

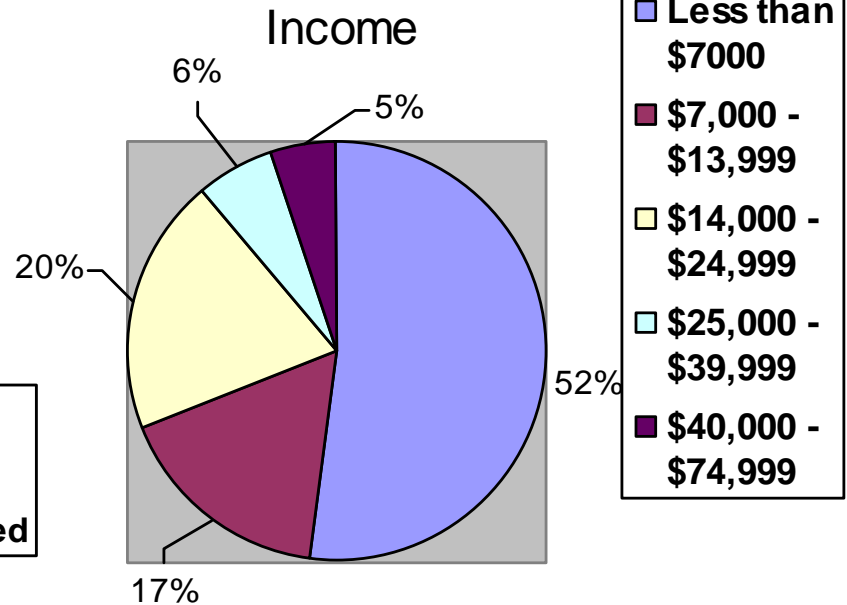
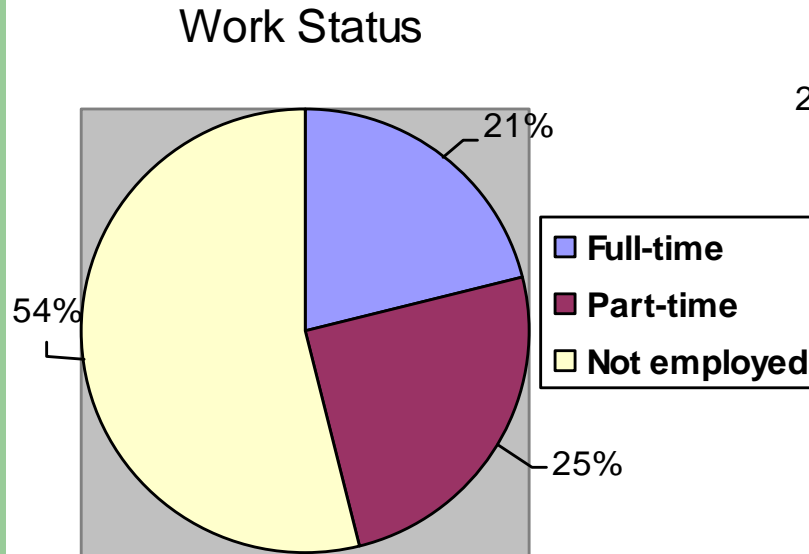
Ethnic Background



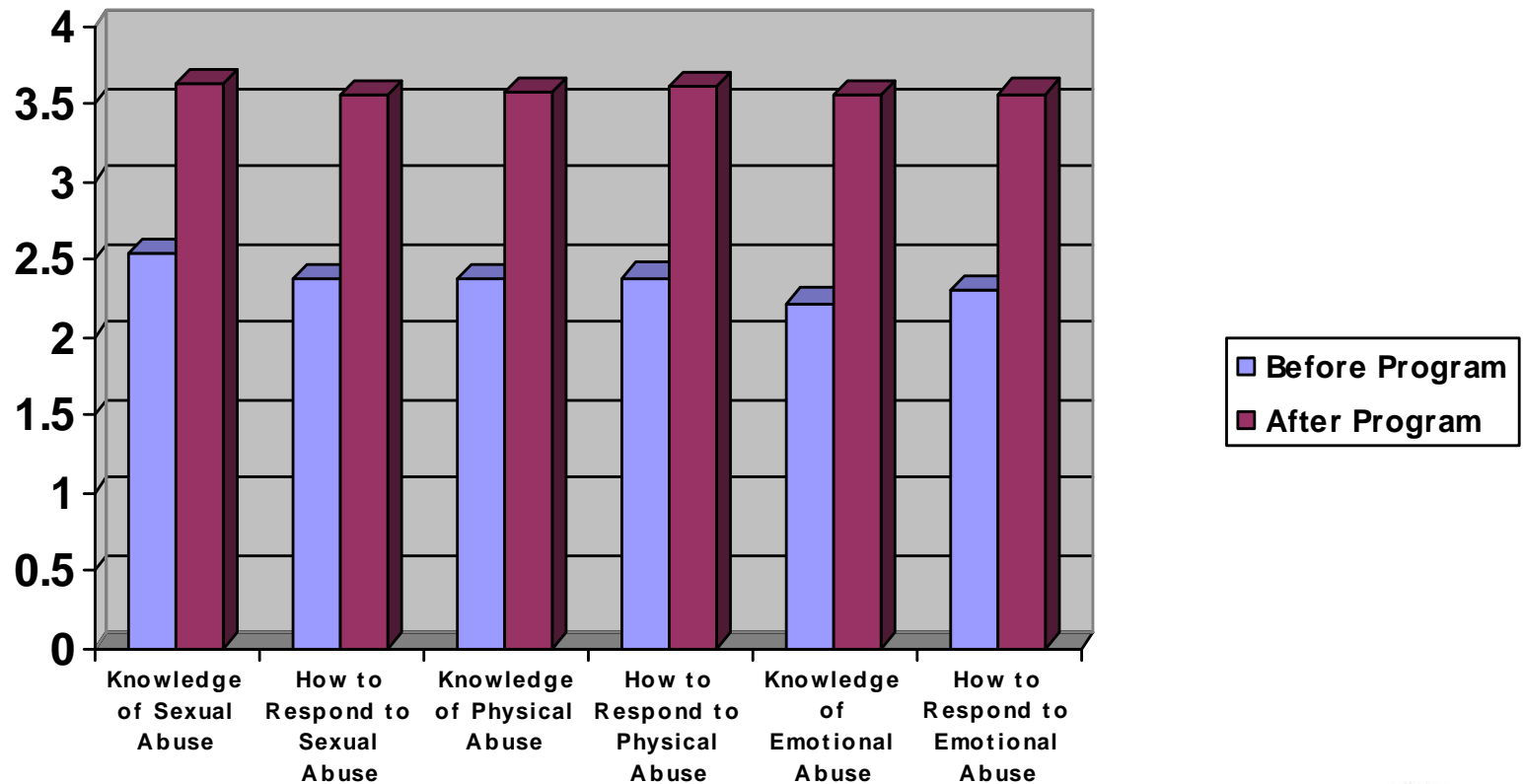
Gender



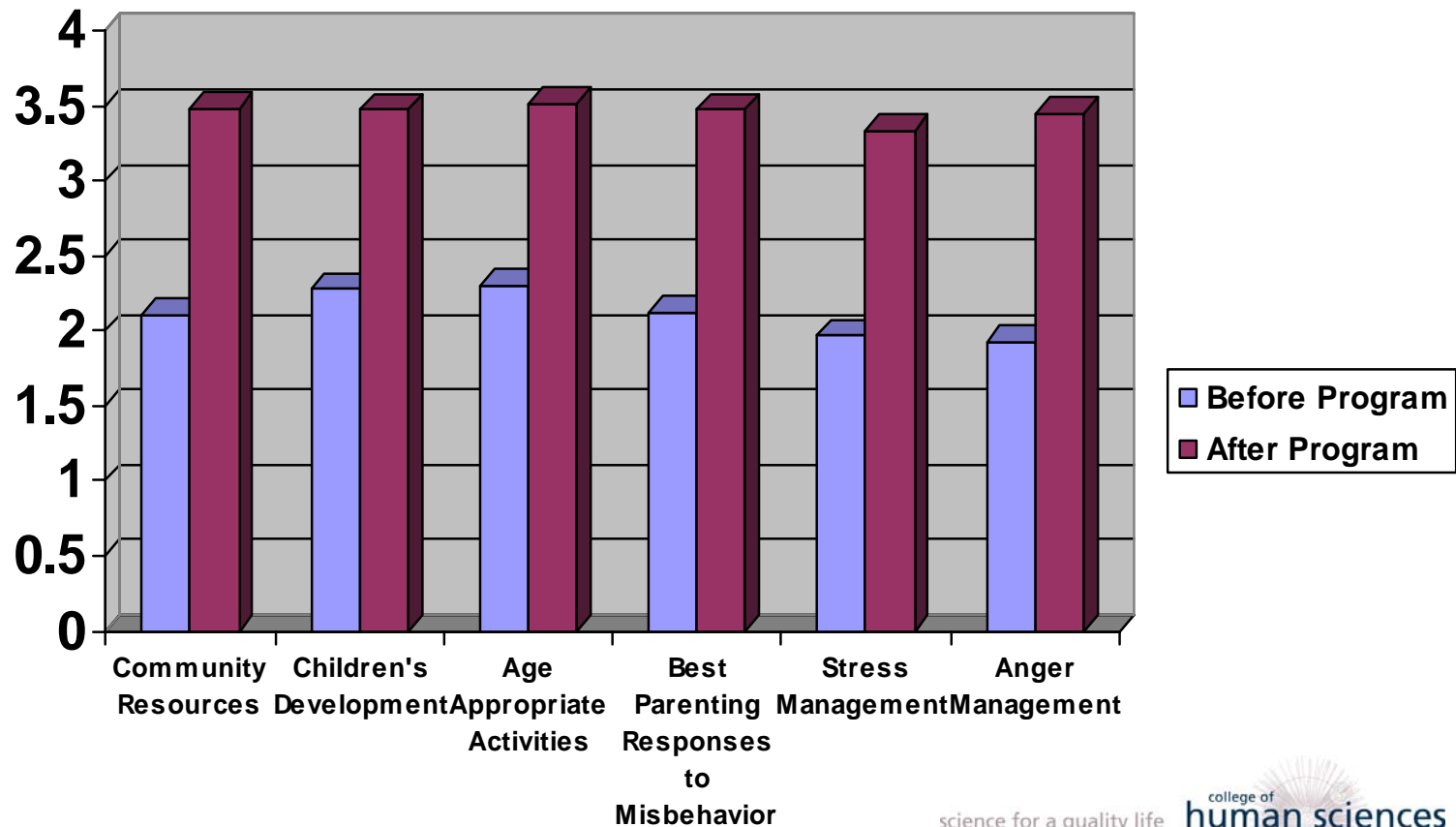
Demographic Characteristics of the Sample of Parents (cont.)



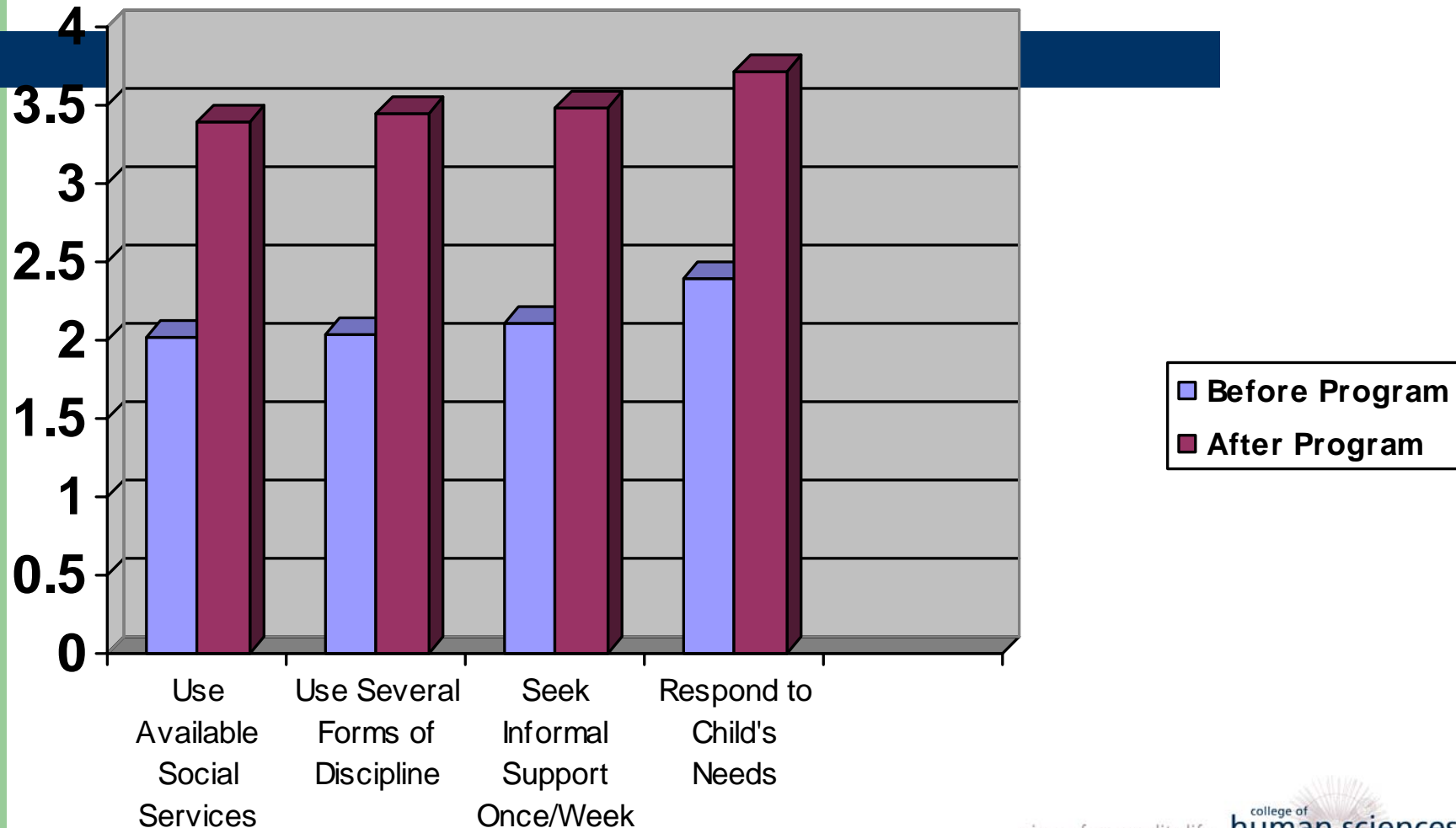
Pilot Study: Sample Program Effects



Pilot Study: Sample Program Effects (cont.)



Pilot Study: Sample Program Effects (cont.)



2nd Level of Evaluation

- A selected group in each program category:
 - Standard methods of valid measurement of outreach (who and where)
 - Retrospective pre-post design

In addition:

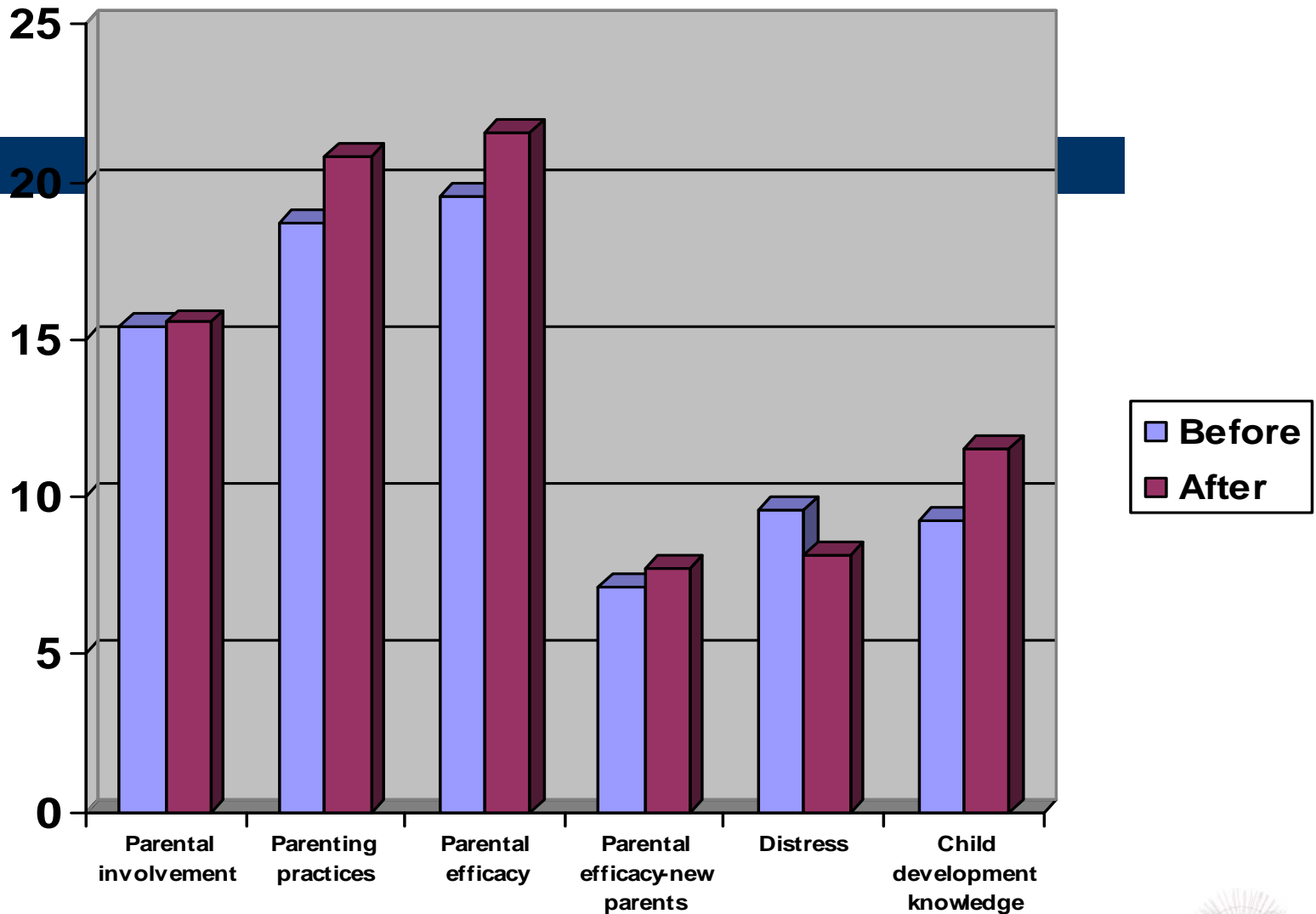
- *True pre-post design*
- *Assess behavioral variables*

CTF Pilot Evaluation Project

Impact of programs on:

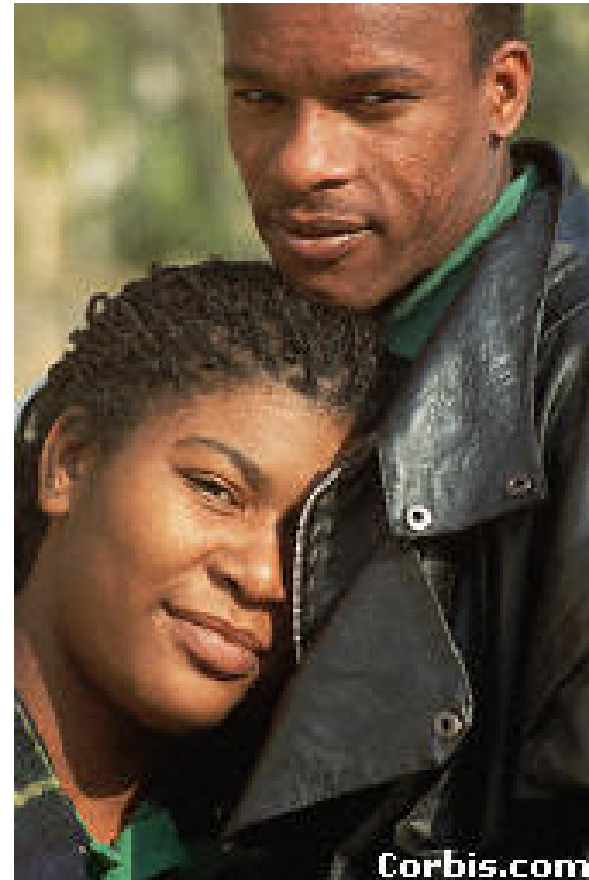
- Parenting Stress
- Knowledge of Child Development
- Use of Positive Parenting Practices
- Level of Parent Involvement
- Use of Punitive Parenting Practices
- Parental Efficacy (confidence)

Pilot Study: Parenting Measures



3rd Level of Evaluation

- Qualitative interviews with staff and participants
 - Useful as the “human stories” of program impact



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Benefits to Grantees

- Empowered
 - Your input is valued
 - Information on your program and CTF programs that you can use
- Participants are empowered
- Data collection at the individual level; no summarizing responsibilities

Benefits

- For funding sources and supporters
 - Evidence of efficacy and efficiency of fund usage
 - Rationale for requesting increases in funding supports
 - Rationale for requesting new sources of funding

Programmatic Reporting



Procedural Guide

- Make copies of every sheet for your records before mailing to AU.
- Expect an email from AU confirming each report received.

Target Reports

- Due Wednesday, November 15, 2006
- 3 page report
- Includes:
 - Target Report Form (Cover Page and Target Data Page)
 - Objectives Checklist for Program Type

Data Reports

- Due Nov. 15, Feb. 15, May 15, and July 16
- Includes the following:
 - Cover Sheet (noting package contents)
 - Updated “Master List”
 - Individual Demographic Forms
 - Individual Retrospective Pre-Post Surveys
 - Master Output Report (Community Awareness)

Updated Master List

- Includes information about all participants served since Aug. 1, 2006.
- Use to assign participant's ID #

Demographic Forms

- Use appropriate form for participants:
 - Adult/Parent
 - Child/Youth
- Have participants complete TWICE—
at first AND last sessions.

Retrospective Pre-Post

- 1 page survey for your program type.
- Have participants complete survey ONCE—
at last session.
- Ask participants to complete ALL items on
your survey.
- Explain to them how to complete the survey.

Retrospective Pre-Post Instructions

*This survey asks about things related to the program you have just finished. For each question, provide **two responses**. The **left side** of the page is where you will place a checkmark to tell us about these things **before you participated** in this program. The **right side** of the page is different. Place a checkmark on that side to let us know about these things **now that you have participated** in the program.*

Unique Methods for Community Awareness

- Updated “Master Output Report” provides information on activities.
- No master list is needed.
- Demographic forms and retrospective surveys only used when appropriate.

